

ONLINE LESSON PLANS

NATIONAL PARK SERVICE
U.S. DEPARTMENT OF THE INTERIOR



Teaching with Historic Places Lesson Plans

“The Rockets’ Red Glare”: Francis Scott Key and the Bombardment of Fort McHenry



Maryland Governor's Office

The man standing on the deck of the sailing ship had opposed the war. Now, he watched helplessly as ships of the greatest navy in the world rained shot and shell on the little fort protecting the city of Baltimore, Maryland. He found he cared very much about the outcome. The bombardment had lasted for more than 24 hours. He strained to see through the morning mist. What he saw was a huge Flag, big enough to show the enemy that the fort had survived. Francis Scott Key was overcome by “joyful triumph” and began to jot words down on a piece of paper: “O say can you see”

Key wrote his lyrics in 1814, in the last year of the War of 1812. The United States had declared war on Great Britain in June 1812. At first, the British were too busy fighting the French to devote much energy to the pesky Americans. Once Napoleon abdicated in April 1814, the British set out to teach their former colonies a lesson. In August, fifty ships sailed up Chesapeake Bay. After occupying Washington on August 24, and burning the Capitol, the White House, and other public buildings, the British turned their attention northward. Fort McHenry stood between the British navy and the city of Baltimore. When the fort refused to be subdued, the ships sailed away, to the cheers of the defenders. For many Americans, the War of 1812 was the “Second War of Independence.”

Few people remember the War of 1812 today, but the words it inspired were almost immediately set to music. *The Star-Spangled Banner*, has become the National Anthem of the United States and a potent source of inspiration and community for Americans in times of crisis.



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RELATED INFORMATION

How to Use a TwHP Lesson

Lessons on Related Topics

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This lesson is based on Fort McHenry National Monument and Historic Shrine in Baltimore, Maryland, one of the thousands of properties listed in the National Register of Historic Places.

Source: "The Rockets' Red Glare": Francis Scott Key and the Bombardment of Fort McHenry
<http://www.nps.gov/history/NR/twhp/wwwlps/lessons/137FOMC/137FOMC.htm>



PRIMARY SOURCE WORKSHEETS

All sources provide a window to past events and people's lives. How clear these windows are, and how wide a view they give, depends upon the types of sources historians use to investigate the past. These worksheets will allow you and your students to investigate a variety of primary sources.

This instructional set includes worksheets to teach students how to:

- distinguish between primary and secondary sources;
- interpret different types of sources (e.g. broadside/ads, documents, maps, pictures, objects, and oral histories); and
- take an idea and turn it into a research project.

The worksheets guide students in a thorough examination of all facets of the sources, so that they are prepared to make strong conclusions, supported by the source. All of the worksheets are reproducible. In addition to serving as “tools for decoding “primary sources” in the MdHS Primary Source Kits, the worksheets are designed to work well with a variety of primary sources, including materials teachers might borrow from another cultural institution or bring from home.

Primary vs. Secondary Sources: A Comparison

<http://www.mdhs.org/sites/default/files/PrimaryVsSec.pdf>

How to interpret an ad or broadside

<http://www.mdhs.org/sites/default/files/AdorBroadside.pdf>

How to interpret a document

<http://www.mdhs.org/sites/default/files/How%20to%20interpret%20a%20document.pdf>

How to interpret a map

<http://www.mdhs.org/sites/default/files/How%20to%20interpret%20a%20map.pdf>

How to interpret a newspaper article

<http://www.mdhs.org/sites/default/files/How%20to%20interpret%20a%20newspaper%20article.pdf>

How to interpret an object

<http://www.mdhs.org/sites/default/files/How%20to%20interpret%20an%20object.pdf>

How to interpret an oral history

<http://www.mdhs.org/sites/default/files/How%20to%20interpret%20an%20oral%20history.pdf>

Ideas to projects

<http://www.mdhs.org/sites/default/files/Ideas%20to%20projects.pdf>

Source: The Maryland Historical Society <http://www.mdhs.org/education/worksheets.html>



How to interpret a picture

Battle of North Point, Near Baltimore

http://www.marylandartsource.org/artwork/detail_000000262.html

The Bombardment of Fort McHenry

http://www.marylandartsource.org/artwork/detail_000000263.html

A View of the Bombardment of Fort McHenry

<http://americanhistory.si.edu/starspangledbanner/baltimore-in-the-balance.aspx>

How to interpret a document

Encountering Maryland's Past Primary Source Kit: Volume II

Primary Source #13 1814

Key, Francis Scott. Manuscript of "The Star-Spangled Banner" [14-16 September 1814].

Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

<http://www.mdhs.org/education/toc2.html>

http://www.nps.gov/history/history/online_books/hh/5/hh5h.htm

<http://www.loc.gov/exhibits/british/images/vc65.jpg>

Primary Source #14 1814

Bell, John and S. Letter from John and S. Bell to Thomas Bell [14 November 1814].

War of 1812 Collection, MS.1846. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

<http://www.mdhs.org/education/toc2.html>

PRIMARY SOURCES

Embargo Act- December 22, 1807

Be it enacted, That an embargo be, and hereby is laid on all ships and vessels in the ports and places within the limits or jurisdiction of the United States, cleared or not cleared, bound to any foreign port or place; and that no clearance be furnished to any ship or vessel bound to such foreign port or place, except vessels under the immediate direction of the President of the United States; and that the President be authorized to give such instructions to the officers of the revenue, and of the navy and revenue cutters of the United States, as shall appear best adapted for carrying the same into full effect; provided, that nothing herein contained shall be construed to prevent the departure of any foreign ship or vessel, either in ballast, or with the goods, wares and merchandise on board of such foreign ship or vessel, when notified of this act.

SEC. 2. And be it further enacted, That during the continuance of this act, no registered, or sea letter vessel, having on board goods, wares and merchandise, shall be allowed to depart from one port of the United States to any other within the same, unless the master, owner, consignee or factor of such vessel shall first give bond, with one or more sureties to the collector of the district from which she is bound to depart, in a sum of double the value of the vessel and cargo; that the said goods, wares, or merchandise shall be relanded in some port of the United States, dangers of the seas excepted, which bond, and also a certificate from the collector where the same may be relanded, shall by the collector respectively be transmitted to the Secretary of the Treasury. All armed vessels possessing public commissions from any foreign power, are not to be considered as liable to the embargo laid by this act.

Declaration Of War 1812

Be it enacted, That war be and the same is hereby declared to exist between the United Kingdom of Great Britain and Ireland and the dependencies thereof, and the United States of America and their territories; and that the President of the United States is hereby authorized to use the whole land and naval force of the United States to carry the same into effect, and to issue to private armed vessels of the United States, commissions or Letters of Marque and General Reprisal, in such form as he shall think proper; and under the seal of the United States, against the vessels, goods, and effects of the government of the said United Kingdom of Great Britain and Ireland, and the subjects thereof.

Source: HistoryCentral.com <http://www.historycentral.com/documents/Embargo.html>



FAMOUS QUOTES OF THE TIMES

“To have shrunk, under such circumstances, from manly resistance, would have been a degradation blasting our best and proudest hopes; it would have struck us from the high ranks where the virtuous struggles of our fathers had placed us, and have betrayed the magnificent legacy which we hold in trust for future generations. It would have acknowledged that on the element which forms three-fourths of the globe we inhabit, where all independent nations have equal and common rights, the American people were not an independent people, but colonists and vassals.”

James Madison, Message to Congress, November 1812, Marion Mills Miller,
Great Debates in American History: Foreign relations, part 1, United States Congress
Great Britain Parliament (Current Literature Pub. Co.: 1913), 185.

“I believe that in four weeks from the time a declaration of war is heard on our frontier, the whole of Upper Canada and a part of lower Canada will be in our power.”

Representative John C. Calhoun, quoted in Robert Allen Rutland,
The Presidency of James Madison (Lawrence: University Press of Kansas, 1990), 105.

“We have met the enemy and they are ours.”

Oliver Hazard Perry to William Henry Harrison, 10 September 1813, quoted in Robert Allen Rutland, *The Presidency of James Madison* (Lawrence: University Press of Kansas, 1990), 133.

“My husband left me yesterday morning... beseeching me to take care of myself, and of the cabinet of papers, public and private... he desires I should be ready at a moment's warning to enter my carriage and leave the city; that the enemy seemed stronger than had been reported and that it might happen that they would reach the city, with the intention to destroy it.”

First Lady Dolley Madison, Written at the White House, Washington, D.C. August 2, 1814

“Alas, I can descry only groups of military wandering in all directions, as if there was a lack of arms, or of spirit to fight for their own fireside!...I insist on waiting until the large picture of General Washington is secured.”

First Lady Dolley Madison, 24, August 1814, writing to her sister as the British attacked Washington, D.C. *The Dolly Madison Project*, <http://www.vcdh.virginia.edu/madison/exhibit/washington/letters/082314.html>, accessed 9 January 2009.

“The war has renewed and reinstated the national feelings and character which the Revolution had given, and which were daily lessened. The people... are more American; they feel and act more as a nation; and I hope the permanency of the Union is thereby better secured.”

Secretary of the Treasury Albert Gallatin to Matthew Lyon, 7 May 1816, Henry Adams, ed.,
The Writings of Albert Gallatin, 3 vols. (New York: Columbia University Press, 1960), 1:700.

“Tell the men to fire faster! Don't give up the ship!”

Captain James Lawrence: the dying command of Lawrence in 1813 aboard the USS *Chesapeake*.

VISUAL LEARNERS - IMAGES AND PAINTINGS

Portrait of George Washington

This portrait was saved before the British burned The White House in 1814.



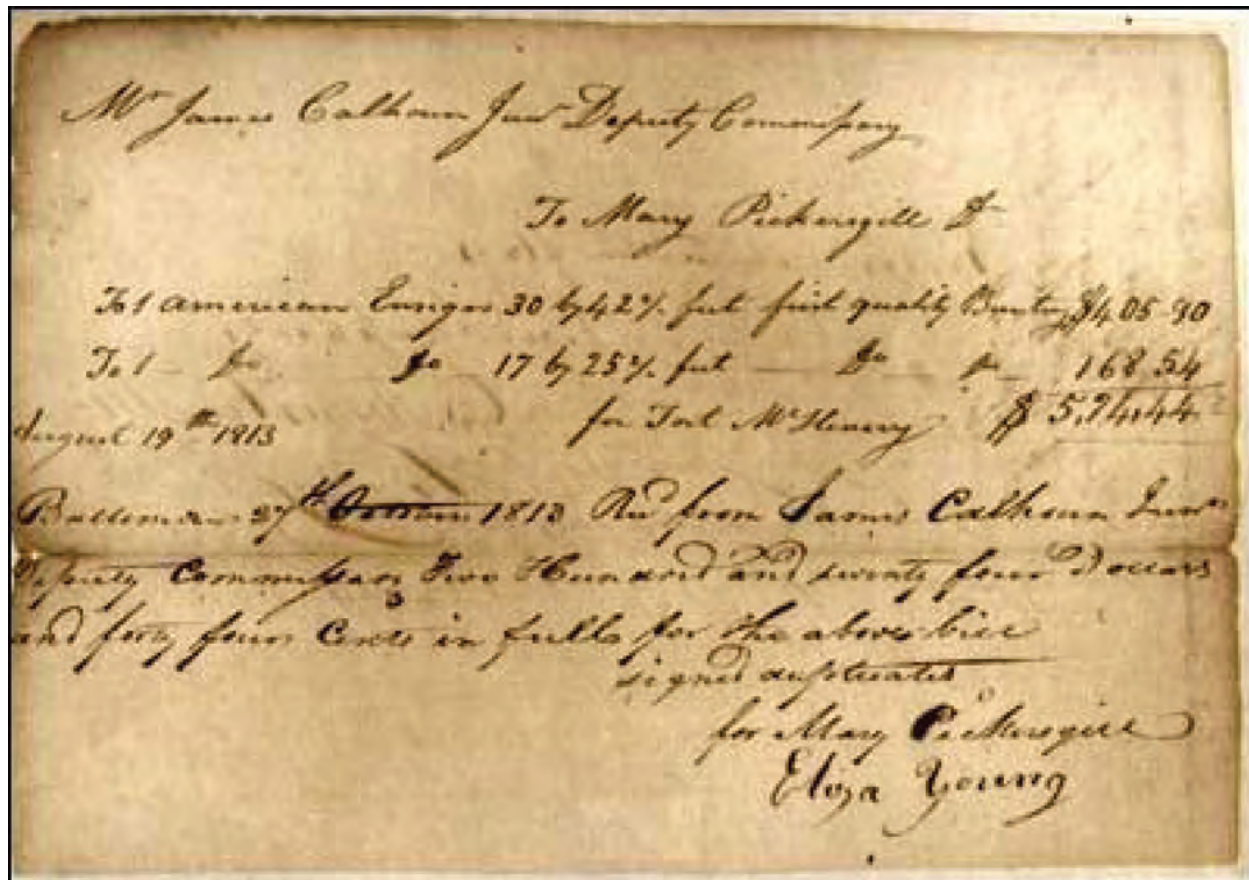
George Washington (Lansdowne portrait) by Gilbert Stuart, oil on canvas, 1796

National Portrait Gallery, Smithsonian Institution.
Acquired as a gift to the nation through the generosity of the Donald W. Reynolds Foundation.

Source: Smithsonian National Gallery <http://www.georgewashington.si.edu/portrait/index.html>

Receipt for the Star-Spangled Banner

Mary Pickersgill was paid \$405.90 for the flag that became the Star-Spangled Banner, more than most Baltimoreans earned in a year.



Source: Flag House and Star-Spangled Banner Museum <http://www.flaghouse.org>

...full glory, reflected now shines in the stream,
'Tis the star-spangled banner — O long may it wave
O'er the land of the free & the home of the brave

Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream,
'Tis the star of the South!

Period Paintings



Defense of Baltimore: Assembling of the Troops, September 12, 1814 c. 1814-1815

Thomas Ruckle (1775-1853)

Oil on canvas; 37 x 62 13/64 in. (94.0 x 158.0 cm.)

Gift of J. Henry Stickney; Holding Institution: Maryland Historical Society



Bombardment of Fort McHenry c. 1828-1830

Alfred Jacob Miller (1810-1874)

Oil on canvas; 41 57/64 x 96 9/64 in. (106.4 x 244.2 cm.)

From the estate of George U. Porter; Holding Institution: Maryland Historical Society

Accession Source: Maryland Historical Society

http://www.marylandartsource.org/collections/collection_1_bydate.html

As it fitfully blows, half covers, half discloses,
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream,
'Tis the star of the South!

AUDITORY LEARNERS – SONGS FROM THE 1800'S

Hail Columbia, c1798

Hail Columbia, happy land!
Hail, ye heroes, heav'n-born band,
Who fought and bled in freedom's cause,
Who fought and bled in freedom's cause,
And when the storm of war was gone
Enjoy'd the peace your valor won.
Let independence be our boast,
Ever mindful what it cost;
Ever grateful for the prize,
Let its altar reach the skies.

Chorus

Firm, united let us be,
Rallying round our liberty,
As a band of brothers joined,
Peace and safety we shall find.

Immortal patriots, rise once more,
Defend your rights, defend your shore!
Let no rude foe, with impious hand,
Let no rude foe, with impious hand,
Invade the shrine where sacred lies
Of toil and blood, the well-earned prize,
While off'ring peace, sincere and just,
In Heaven's we place a manly trust,
That truth and justice will prevail,
And every scheme of bondage fail.

Chorus

Behold the chief who now commands,
Once more to serve his country stands.
The rock on which the storm will break,
The rock on which the storm will break,
But armed in virtue, firm, and true,
His hopes are fixed on Heav'n and you.
When hope was sinking in dismay,
When glooms obscured Columbia's day,
His steady mind, from changes free,
Resolved on death or liberty.

Chorus

Sound, sound the trump of fame,
Let Washington's great fame

Ring through the world with loud applause,
Ring through the world with loud applause,
Let ev'ry clime to freedom dear,
Listen with a joyful ear,
With equal skill, with God-like pow'r
He governs in the fearful hour
Of horrid war, or guides with ease
The happier time of honest peace

Chorus

Yankee Doodle, c1767

Yankee Doodle went to town
A-riding on a pony
Stuck a feather in his hat
And called it macaroni.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

Father and I went down to camp
Along with Captain Gooding
And there we saw the men and boys
As thick as hasty pudding.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy

There was Captain Washington
Upon a slapping stallion
A-giving orders to his men
I guess there was a million.

Yankee Doodle, keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

<http://kids.niehs.nih.gov/lyrics>

The Star-Spangled Banner, c.1814

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, thru the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream:
Tis the star-spangled banner: O, long may it wave
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.

O, thus be it ever when freemen shall stand,
Between their loved home and the war's desolation!
Blest with victory and peace, may the heav'n-rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

Auld Lang Syne

Should auld acquaintance be forgot
And never brought to mind?
Should auld acquaintance be forgot
And days of auld lang syne?

Chorus

For auld lang syne, my dear,
For auld lang syne
We'll tak' a cup o' kindness yet
For auld lang syne.

We twa hae run about the braes
And pu'd the gowans fine
But we've wander'd mony a weary foot
Sin' auld lang syne.

We twa hae paidl't in the burn
Frae morning sun till dine
But seas between us braid hae roar'd
Sin' auld lang syne.

And surely ye'll be your pint stoup
And surely I'll be mine
And we'll tak' a cup o' kindness yet
For auld lang syne.

<http://kids.niehs.nih.gov/lyrics>



TACTILE/KINESTHETIC LEARNERS

Defending Fort McHenry

Equipment:

Rubber playground ball

Chalk or painted circles in gym or on playground

Indian Club (you may substitute using bowling pins)

For the fort, place the Indian Club inside a 24" circle. The students stand around a 20' outside circle.

Objective:

To elude the guard and take the defended fort.

One player defends the fort. The players on the outside circle attempt to hit the fort by rolling the ball which the defender kicks away. When the ball enters the fort and knocks the club over, the defender changes places with the player who rolled the ball.

Physical Education Program

Upper Elementary

Department of Education

Baltimore, Maryland